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Ourselves and others



Canadian International
Development Agency

Agence canadienne de
développement international

The International Year of the Child

The Declaration of the Rights of the Child, which appears on the opposite page, was adopted by the United Nations on October 19, 1959. It grew out of an earlier Declaration on Human Rights; together these two declarations represent the highest ideals of people all over the world. Unhappily, they are ideals which are realized only by a fortunate few.

In North America, we are among the fortunate few. Our material progress has been so swift that we take our comfortable surroundings for granted and are unaware of what daily life was like just a century ago. To begin to understand the plight of others, we must first understand our past. A short 100 years ago in North America, in England and in western Europe, children were not protected by child labor laws. Many children worked long hours in coal mines and factories. Many children earned their own living; a living which provided only the barest minimum of food and clothing. In those days it was taken for granted that half the children born would die before they reached the age of 20.

Today we take for granted the fact that things have changed, but have they? The answer is *yes* and *no*.

As one of the most privileged countries in the world, Canada offers her young people a life experience that is filled with hope. Most young Canadians naturally assume that they will live out their average life span of some 70 years in material comfort; yet even in Canada there are still thousands of cases of child abuse each year and native children still endure poverty, discrimination and a life expectancy at least ten years less than the rest of the population. Most Canadians have achieved the ideals of the International Declaration of the Rights of the Child, but many have not.

Outside the developed nations of North America and western Europe, in what is so often called the Third World, three-quarters of the children born this year will face shortened lives characterized by hunger and chronic illness. In many areas of the Third World, children still receive little or no medical attention, have no educational opportunities, no recreational facilities, inadequate housing and no legal protection.

The International Year of the Child, 1979, is meant to serve as a focal point for individuals, governments and voluntary agencies. It is a year when issues relating to young people will be highlighted, problems will be identified and the means to solve them will be explored. By proclaiming 1979 the International Year of the

Child, the United Nations has given the rights of children special status just as in previous years when in 1972, the environment, in 1974, population, and in 1975, the rights of women were accorded special status.

In addition, specific attention will be devoted to particularly disadvantaged children. The United Nations identifies the most vulnerable groups as "young girls who receive unequal treatment, slum children, children of unwed mothers, children of migrant workers, abused children, orphaned children, refugee children, children in poor rural areas, children exposed to drugs and crime, physically and mentally handicapped children and the vast number of children suffering from malnutrition." You don't have to leave Canada to find children who live under these conditions, but these cases are more numerous and more acute in the Third World.

The facts on these two pages reveal the need for action. This year local, national and international groups will be involved in conferences, seminars, programs, and activities to focus on, and benefit children around the world. How can you become involved in helping disadvantaged children?

First, it is important that you understand the international definition of the word *child*. Broadly, a child is defined as anyone under a specified legal age, although most nations do not have a legislated "legal age". The International Year of the Child focuses on young people under 18.

You can become involved by finding out the needs of young people around the world, by becoming active in a voluntary organization, by communicating with another young person in a developing country, or by spearheading an in-school program to associate your classroom with a developing country. You can find out which organizations in your community are active in protecting the rights of young people and you can find out what laws exist to protect the rights of children in your province.

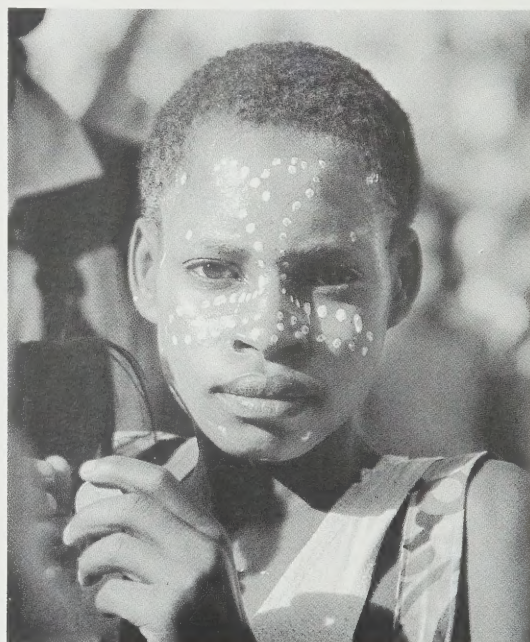
How important are young people? They are the people who are going to carry on the work started by the generation before them. They are going to carry out the ideas and policies of a nation and its people; they are the future government, the future voter, the future citizen. They are going to run the churches, the universities, and the corporations. They are going to judge, praise, and condemn the past. The fate of humanity is in their hands; they *ARE* the future.

As some of the facts on this page indicate, over one billion children in developing countries are growing up without the rights that we take for granted.



Dennis Adair

Fact: In Canada the average annual income is 30 times greater than the annual wage of people living in Asia and Africa.



CIDA/Jim White

Fact: In developing countries health care is available to less than one child in ten.



CIDA/Felix Kerr

Fact: 100 million children of school age do not have the benefit of education.



CIDA/Karoly Dombi

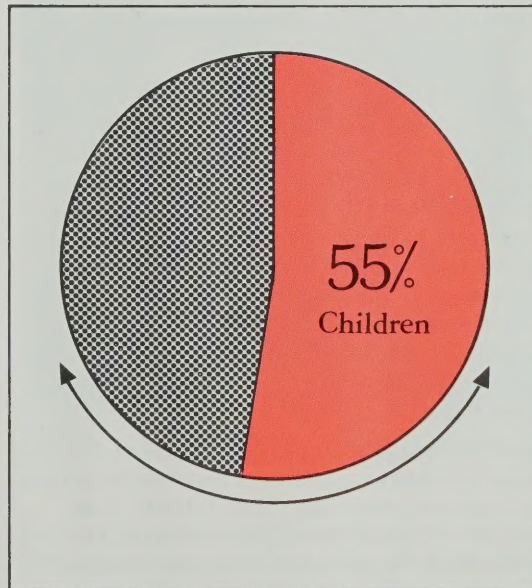
Fact: Thousands of children will die or be mentally retarded as a result of protein deficiency. Thousands more will be blinded as the result of vitamin A deficiency.



CIDA/Karoly Dombi

These children are more fortunate than most.

Fact: Every 50 seconds 200 children are born in developing countries. 20 out of every 100 will die before they reach the age of five.



Fact: Children comprise more than half the world's population, now slightly over 4 billion.

Many developing countries are just beginning to develop educational and social services. Who will teach, care for, and feed these millions of children?

International development and the world of the child

The Canadian International Development Agency (CIDA) is responsible for Canada's program of official development assistance. It provides funds, and goods and services directly to developing countries and also co-funds projects originated by Canadian voluntary agencies.

Basic assistance provided by CIDA is given in two ways:

BILATERAL ASSISTANCE – funds, goods, or services provided by Canada directly to a developing nation and at the request of that nation;

MULTILATERAL ASSISTANCE – funds, goods, or services channeled through an international body. This type of assistance includes contributions to organizations such as the World Bank, the United Nations Development Program (UNDP), or the Food and Agriculture Organization (FAO).

Long-term development assistance helps people in developing countries become self-reliant.

Long-term assistance frequently involves projects in transportation, agriculture, and community development. It also features the loan of experts who can share their skills with individuals in developing countries.

Emergency relief is an immediate response to a disaster. Sometimes, projects undertaken are continued and become long-term in nature. For example, in 1967 there was a severe drought in two states in India. Immediate drought relief was provided by governments and voluntary organizations of other countries. In the process, hundreds of deep wells were drilled and irrigation projects were initiated. When the drought ended the wells and the irrigation systems remained. This was emergency relief that has had a lasting impact on the region.

Non-Governmental Organizations (NGOs) are private, voluntary organizations involved in overseas development; groups like CUSO, OXFAM, CARE, and CANSAVE are a few of the more than 200 NGOs which run practical, community oriented projects in the Third World. CIDA encourages this valuable work by matching funds raised by these voluntary agencies. Last year CIDA provided more than \$40 million to support the activities of NGOs.

When you contribute to a voluntary organization or help one raise funds, your achievements may be matched by CIDA contributions.

Today, CIDA has an annual budget of \$1.1 billion for development assistance. More than half of this is spent in Canada to purchase goods and services for developing countries, thus helping the economy and providing employment.

The rich nations of the world have been asked to contribute 1% of their gross national product (the total value of goods and services produced in a given year) for development assistance. As one of the rich nations of the world, Canada has a moral obligation to meet this goal.

The rights of children are directly related to the broader issues of development. Increased agricultural yield, adequate medical care, education, transportation, communications and housing, all benefit today's children; and today's children are tomorrow's adults.



CIDA / Kuroly Dombi



CIDA/Karoly Domby

Colombia is a nation of some 24 million people, 60% of whom live in overcrowded urban centres. Located in the northwest corner of the Latin American continent, Colombia is the only country in South America bordered by both the Caribbean Sea and Pacific Ocean. The geography of Colombia is varied: it includes the Andean mountains and valleys as well as Caribbean and Pacific lowlands that share its boundaries. The mountain system of the Andes dominates the western third of the country where most Colombians live.

Forty per cent of the population lives in rural areas characterized by rugged terrain. Although educational institutions are quite good in urban centres (more than 70 per cent of the population is literate), better educational facilities are needed in rural areas. To this end, CIDA is helping Colombia upgrade its standard of primary education in the countryside; funds will be used by the Colombian Ministry of Education to make physical improvements to schools, to provide lunchroom facilities, and to enable school children to plant vegetable gardens outside their classrooms. In all, more than 850 schools will be equipped and classrooms and lunchrooms added to nearly 100 existing schools.

This project is part of an integrated rural development project which also includes water supply, electric power supply, improvements in medical services and appropriate inputs in fish farming to create a profitable industry.

In remote rural areas educational facilities become the life centres of a community. Children are taught by day and adults study at night. Each development program in education is tailored to the needs of the people, the locale, and the culture. In many cases, money, or the lack of it, is not the problem; of greatest importance in any development program are the needs for reform which must be identified by the local citizenry. The Colombian integrated rural development project will succeed not because it is partially funded by CIDA, but because it originates in Colombia and is being carried out by Colombians.

This integrated rural development project will improve the lives of Colombian children indirectly. Improved rural schools will help the general population learn how to bring about change. Citizens will learn how to maintain clean water



CIDA/Karoly Domby

supplies, decrease disease, and improve medical services. Adults and children alike will learn good farming practices that can increase production on both rural land, and fish farms, ensuring a steady flow of balanced food supplies and cash funds.



Thursday's child

In a village in northern Ghana, a young boy named Yaw attends a government primary school. Yaw is named after the day of the week on which he was born, a common practice with many Ghanaian people. Yaw means Thursday.

Located on the west coast of Africa, Ghana is a nation of some ten million people and one of the few countries in Africa where elementary education is free.

Even so, with their meagre income, Yaw's parents must buy his school uniform, his books and stationery supplies. In addition to this financial hardship, Yaw's parents also have to do without his help in the fields or without the income he could earn if he were not in school. These, however, are sacrifices they are prepared to make because they want Yaw to have a better life, to be able to help them when they are old, and to contribute to the education of his brothers and sisters. If Yaw does well in elementary school he may be able to attend the government secondary school in Tamale. This, unfortunately, means added expenses for the family. If Yaw qualifies for further education his parents will have to pay for his room and board for each school year.

Although Ghana is not so poor as many other developing countries, Yaw and his family live in one of the poorest and most remote parts of the country. The roads are difficult to maintain, and clean drinkable water is in short supply. There are no refrigerated trains or trucks linking Yaw's village to the rest of Ghana. Perishable food, meat, fish and citrus fruits – available on the coast, never reach remote areas like Yaw's village.

Yaw's mother has had 12 children. Five of them died before they were five years old; one child died of measles and the others from malaria. There is no doctor in Yaw's village to attend the ill; only a rural nurse who visits the village once a month.

Unlike young people living in Canada, every aspect of Yaw's life is uncertain. He would like to learn some skill; he would like to complete secondary school and attend the new technical school in Kumasi, but chances of continuing his education are few.

For centuries, the lives of the people in Yaw's village have been violently affected by rain, or the lack of rain. Flooding and drought have been the alternate punishments of nature. Now, there is drought.

In nearby countries cattle are dying, the land has become barren, still and dry. Yaw has his dreams, but he fears that his family will not be able to send him away to school.

This story has no end; you must write it. The technical school in Kumasi *is* a reality; it was funded by CIDA and began accepting students in 1977. Yaw's future depends on the development of a transportation system, a road to link his village with the main rail line; he dreams of a means by which fresh water can be delivered to his village, and he hopes for a village clinic, an irrigation system and a fish pond so that fish can be bred to supply needed protein. Yaw's family could use appropriate farming tools and better housing. In short, Yaw's future depends on the establishment of an integrated rural development project.

Write two paragraphs that will end this story. One should describe Yaw's future if development programs like the ones mentioned above are initiated. The second should describe what might happen if these programs are not instituted. What can the people of Yaw's village do to help themselves?

There is a rhyme which describes children according to the day of the week on which they were born. It begins: Monday's child is fair of face . . . Why do you think we have chosen to describe Yaw as Thursday's child?

Statements, questions, and some answers

- (1) Charity begins at home. Shouldn't we help Canadians first?

We live in an interdependent world; no nation can completely isolate itself from the others. When we assist developing countries we are also building our own future. Canadian development assistance *does* provide jobs in Canada. In addition, a strong world economy creates markets for our own exports. Development assistance may be labelled "enlightened self interest"; it can help bring about stable trading practices and put us on a path toward global cooperation rather than leading us toward global confrontation.

- (2) Should Canada give development assistance to dictatorships?

Not all countries have been able to develop societies and political institutions that would make it possible for them to have governments similar to Canada and other western countries. Regardless of the political regime, people who are poor and hungry, children who lack schools and teachers, and young people who are denied both higher education and useful employment are deserving of development aid. An energetic, healthy, educated and productive population will wish to participate in governing their country.

- (3) How much do developing countries contribute to their own development?

The vast majority of funds for development come from the governments of the developing nations themselves. What Canada supplies is usually technical support, equipment, trained personnel, education or transportation for goods to the developing nations.

- (4) Can we afford give-away programs while there is still so much development needed at home?

Canada will prosper better in the long term as a member of a world community of nations which all are reaching a stage of development when they will be trading with each other. Aid is not a give-away program. It is a carefully planned development effort that helps less developed countries to become self-supporting. Canada gains more by contributing, together with other developed countries, to development aid than by concentrating completely on her own needs. By looking only at her own needs, Canada's economy could become very highly developed but with no markets in other countries for her agricultural

products, her manufactures and her technology.

- (5) Why don't some of the oil-rich Arab countries give development assistance?

They do. Some of the Arab countries give in excess of 1% of their GNP, the target Canada has long aimed for. Few of the developed nations have achieved this level of assistance.

- (6) Why can't the people of developing nations feed themselves?

This question is a little tougher and requires a reasonably long answer. Part of the answer lies in the lack of transportation (i.e. getting food from a producing area of a country to a non-producing area). Another factor lies in rapid urbanization.

In many developing countries the lifeline depends on subsistence farmers who grow enough to feed themselves and their families. When large numbers of people begin migrating to cities, they no longer produce food for their own consumption. Agriculture is not always sufficiently developed to support this urbanization. *The growth of urban centres requires surplus food.*

Third World nations run into another problem as well; historically, many are dependent on a single cash-crop (coffee, sugar, tobacco, tea, or cocoa, for example) which is produced as an export. The fluctuating price of these commodities makes it difficult, if not impossible, to plan long-term economic development on the basis of income which will be gained from agricultural yield. Instead of relying on a single crop to earn foreign exchange, part of the arable land could be used to grow other, more nutritious crops to provide food for themselves.

- (7) Do the people in the developing nations work hard?

Yes, even in the very hot countries, they work harder than we do. But hard work alone does not guarantee economic development. They need machines to become more productive and energy to run the machines and training so the machines will be operated and maintained. Aid from the developed countries gives the machinery, technology, technical training and expertise that enables them to gain both personal and national benefits from working hard.

1979—It's your year

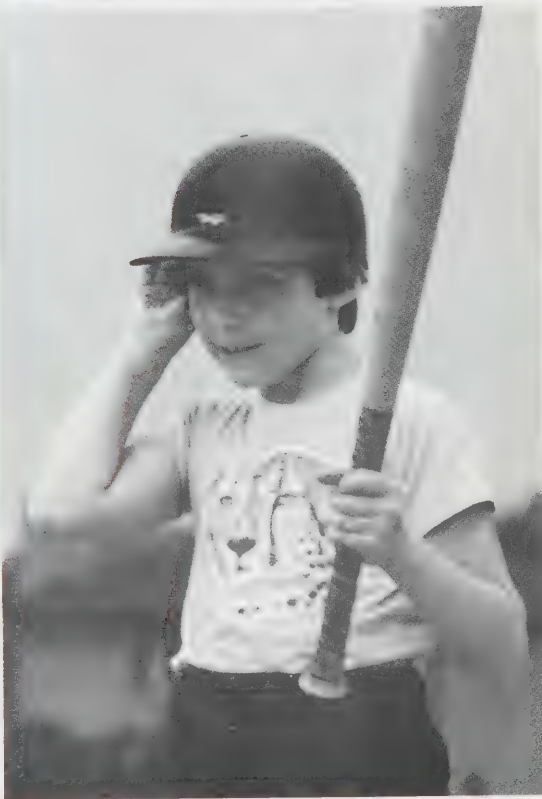
You can find out more about developing countries

- by studying one and finding out more about its people and how they live;
- by writing to a young person your own age and learning first hand what his or her life is like;
- by becoming involved in a voluntary agency and taking part in its activities. Canada Fast is one such organization. It is a combination study and fund-raising program. Funds are shared with UNICEF and CANSAVE. For details, write: Canada Fast, c/o UNICEF, 443 Mount Pleasant Rd, Toronto, Ontario M4S 2L8.
- by studying international development so that you can answer questions about assistance to Third World countries;
- by talking to visiting students from other countries and having them tell you about their life experiences;
- by getting your student council or school involved in discussions, seminars, and conferences in international development.
- by having your class “adopt” a child in a developing nation and by participating in UNICEF activities.
- by studying **RESHAPING THE FUTURE: TOWARD A NEW INTERNATIONAL ECONOMIC ORDER**, a multi-media kit exploring issues related to Third World demands for a redistribution of the world's wealth. For use in secondary school. (\$37)
- by studying **SPOTLIGHT ON DEVELOPMENT**, a multi-media kit designed for primary grades to study the cultural aspects of life in Kenya, Malaysia, and Algeria. (\$69)

Multi-media kits can be ordered by your school from McIntyre Educational Media Ltd., 30 Kelfield St., Rexdale, Ontario M9W 5A2. Tel. (416) 245-7800



CIDA/Karely Dombi



Dennis Adair

There are hundreds of NGOs in Canada; some are local, some provincial, and many national. Nearly all religious denominations sponsor development activities; many organizations maintain branch offices across Canada and voluntary agencies may be represented by local committees.

For information on the major Non-Governmental Organizations working in international development write: The Canadian Council for International Cooperation (CCIC), 75 Sparks Street, Ottawa, Ontario, K1P 5A5.

Many communities have resource centres on international development where films and educational materials are obtainable. A sample includes:

BRITISH COLUMBIA

International Development
Education Resource
Association (IDERA)
2524 Cypress Street,
Vancouver, V6J 3N2.
Tel: 604-738-8815

Nanaimo International
Development Education
Association
1575 Docters Road,
Nanaimo, V9S 3V4.
Tel: 604-758-9579

ALBERTA

Arusha Cross Cultural Centre
106-223 12th Avenue S.W.
Calgary, T2R 0G9
Tel: 403-265-2720

Barbara Ward Centre
for International Studies
Box 5000
St. Paul, T0A 3A0
Tel: 403-645-3936

Edmonton Cross Cultural
Learner Centre
10523-77 Avenue,
P.O. Box 4279, Station South,
Edmonton, T6E 4T3
Tel: 403-432-7242

One World Centre
4829-50 St.
Camrose, T4V 1P6
Tel: 403-672-8780

Unisphere
Medicine Hat Learner Centre
205 Community Resources Centre
631 Prospect Drive S.W.
Medicine Hat, T1A 4C2
Tel: 403-527-7781

SASKATCHEWAN

One Sky Learner Centre
134 Avenue F South,
Saskatoon, S7M 1S8
Tel: 306-652-1571

Regina Committee for
World Development
(RCWD)
2138 McIntyre Street,
Regina, S4P 2R7
Tel: 306-522-6619

MANITOBA

Brandon Learner Centre/
Westman Centre
P.O. Box 115, Brandon, R7A 6A4
Tel: 204-725-3704

Inter-Cultural Development
and Education
Association (IDEA)
418 Wardlaw Avenue,
Winnipeg, R3L 0L7
Tel: 204-475-4159

ONTARIO

Cross Cultural
Communications Centre
1991 Dufferin Street,
Toronto, M6E 3P9
Tel: 416-653-2223

Development Education Centre
121 Avenue Road,
Toronto, M5R 2G3
Tel: 416-964-6560

Global Community Centre
94 Queen Street,
Box One Million
Kitchener, N2G 1V9
Tel: 519-743-7111

International Centre
Queen's University,
Kingston, K7L 3N6
Tel: 613-547-2807

London Association for
International Development
(LAID)
388 Dundas Street,
London, N6B 1V7
Tel: 519-432-1801

Ottawa-Hull Learner Centre
885 Bank Street,
Box 2484, Station D,
Ottawa, K1P 5W5
Tel: 613-238-4659

Society for Hamilton Area
International Response
(SHAIR)
350 King Street East,
Hamilton, L8N 3Y3
Tel: 416-528-9055

University of Western Ontario
Cross Cultural Learner Centre
247 Epworth Avenue,
London, N6A 2M2
Tel: 519-679-6281

Windsor Coalition for Development
International Development
Education and Action
Committee
660 Ouellette St., Room 206,
Windsor, N9A 1C1
Tel: 519-252-1517

QUEBEC

Carrefour de Solidarité
internationale
636 rue Québec,
Sherbrooke, J1H 3M2
Tel: 819-567-6527

Carrefour Tiers Monde
615 Calixa Lavallée,
Québec, G1S 3G7
Tel: 418-683-3590

NOVA SCOTIA

International Education Centre
St. Mary's University,
Halifax, B3H 3C3
Tel: 902-422-7361, ext. 254

NEWFOUNDLAND

Oxfam Newfoundland
382 Duckworth Street,
St John's, A1C 1H8
Tel: 709-753-2202

Development file

It is not possible to list all the books, periodicals, pamphlets, or audio-visual materials that can help you find out more about international development or about each of the countries that are part of the Third World. First, there are too many references which are technical in nature, and second, materials on the subject of development become quickly outdated. The best we can do is help you get started on your own development file – a file which you will be able to constantly update and which will reflect your own specific interests and areas of study.

Begin your development file by selecting a country, a region or a subject. You might select a specific country like Chad, Indonesia, Algeria, or Colombia. If you select a region you might choose Southeast Asia, Central America, or North America. If you choose a subject you might choose population, nutrition or agricultural development.

Clip stories from the newspaper and from magazines; photostat articles from journals and magazines in your public library; make a card file of available books on the subject you have chosen. Check for articles in reference books and periodicals in the library. Your librarian will show you how to use these reference tools.

Most large daily newspapers include news items about developing countries. In your research you will find that a few newspapers are indexed and available on microfilm; many research libraries have back issues (on microfilm) of The New York Times, The Globe and Mail and The Washington Post. It is important to know that you can use a university library for research purposes even though you cannot check out books. You can either photostat the material you need, or you can make a reference list.

Documents are normally indexed by number and under the heading of the publishing agency. If you are attempting to find a specific document you will need the help of the documents librarian. You might also check the card catalogue. Let's take an example: the United Nations. First you will find general works on the United Nations, then you will find United Nations listed as the *author* (if the

work is published by the UN or a committee of the UN). As you proceed further you will find publications by UN agencies. In order, the cards *might* look like this:

United Nations (this is a subject heading)

United Nations

- What It Is, What It Does. United Nations, N.Y., 1976.

United Nations. General Assembly.

- How the General Assembly Works, UN, N.Y., 1978.

United Nations. Food and Agriculture Organization.

- A Guide to World Food Problems. FAO, Rome, 1978.

Setting up your own development file is easy; it will introduce you to many of the complex problems common to rich and poor nations.

Finally, for specific details on Canada's development assistance program, write to CIDA, Public Affairs Division, 200 Promenade du Portage, Hull, Quebec, K1A 0G4. Of special interest are:

- a list of CIDA periodicals and publications
- THE REEL IMAGE OF DEVELOPMENT, a film catalogue listing more than 1200 titles which relate to international development and which are available for loan or purchase in Canada
- ONE WORLD IN DEVELOPMENT, a full-color, wall-size map showing social and demographic details of the world's rich and poor countries
- THE ADVENTURES OF BILLY BUYER IN AFRICA, a 16-page comic designed for in-school use to help students distinguish the difference between *need* and *want*.



